

ABSTRACT

SOCIAL WORK

WHITE, ANGEL

B.S.W. PHILANDER SMITH COLLEGE, 2000

AN EXPLORATORY DESCRIPTIVE STUDY OF TRUANT YOUTH'S AND NON-TRUANT YOUTH'S ATTITUDE TOWARD THEIR PARENTS

Advisor: Hattie M. Mitchell, MSW

Thesis dated May, 2002

This study examined truant youth's and non-truant youth's attitude toward their parents. The hypothesis stated there will be no statistical significant relationship between truant youth's and non-truant youth's attitude toward their parents. The sample of 30 male youths between the ages of 13 and 18 was taken from the Fulton County Juvenile Court and the YMCA of Metro Atlanta. The researcher used a 25 question instrument called the Child's Attitude Toward Father and Mother Scale to measure truant youth's and non-truant youth's attitude toward their parents. The Statistical Package for Social Sciences (SPSS) was used for data analysis. The data was analyzed using frequencies, descriptive analysis, and Chi-square.

Comparing truant youths and non-truant youths, using Chi-square, indicated that all of the differences between the two groups were not statistically significant. The researcher found that truant youths and non-truant youths did not differ significantly in their attitudes toward their parents. The conclusions drawn from the findings suggest that a youth's attitude toward their parents may not impact their school attendance.

**AN EXPLORATORY DESCRIPTIVE STUDY OF TRUANT YOUTH'S AND
NON-TRUANT YOUTH'S ATTITUDE TOWARD THEIR PARENTS**

A THESIS

**SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY IN
PARTIAL FULLFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER OF SOCIAL WORK**

BY

ANGEL WHITE

WHITNEY M. YOUNG, JR., SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA

MAY 2002

R. J. White
P. 115

© 2002

ANGEL WHITE

All Rights Reserved

ACKNOWLEDGEMENTS

First and foremost, I would like to give thanks to God for His many blessings that have enabled me to make it this far in my academic career and the ability to complete this thesis process. I would like to acknowledge my fiancé, Marlon, who supported me financially and emotionally throughout my academic career. His support throughout the years, even through the ups and downs, gave me the hope, the motivation, and the reassurance to not give up. Marlon, thank you so much for believing in me and allowing me to accomplish my academic goals. Thank you for supporting me in ways only you could and for always being there for me. Thanks to my mother, who instilled in me the value of education and to my son, M.J., who did not mind sitting in class with his mommy. A special thanks goes to my esteemed thesis advisor, Professor Hattie M. Mitchell, for being a very caring and compassionate professor, who truly cared about my personal and professional growth. I thank you tremendously for sharing your expertise and knowledge with me.

THANK YOU!

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
 CHAPTER	
I. INTRODUCTION	1
Statement of the Problem	2
Significance of the Study	4
Purpose of the Study	5
II. REVIEW OF THE LITERATURE	6
Truant Youths	6
Non-Truant Youths	8
Parenting Styles	8
Parent-Adolescent Relationships	9
Conceptual Framework	11
Operational Definitions	12
Statement of the Hypothesis	12
III. METHODOLOGY	13
Research Design	13
Setting	13
Sample	13
Data Collection Procedure	14
Instrumentation Procedure	15
Data Analysis	16
IV. PRESENTATION OF RESULTS	17
Demographic Profile	17
Attitudes	19
V. SUMMARY AND CONCLUSION	23
Limitations of the Study	24
Future Research	24

TABLE OF CONTENTS-CONTINUED

CHAPTER	PAGE
VI. IMPLICATIONS FOR SOCIAL WORK PRACTICE.....	25
APPENDICES.....	27
A. Tables.....	28
B. Letter to Director of the YMCA.....	35
C. Letter to Director of Fulton County Juvenile Court.....	36
D. Response Letter from Director of Juvenile Court.....	37
E. Response Letter from Director of YMCA.....	38
F. Letter to Survey Participants.....	39
G. Letter to Survey Participants.....	40
H. Questionnaire.....	41
REFERENCES.....	43

LIST OF TABLES

TABLES	PAGE
1. What is your age?.....	17
2. What is your race?.....	18
3. My parents get on my nerves.....	19
4. I think my parents are terrific.....	20
5. I hate my parents.....	21
6. I feel very angry towards my parents.....	22
A1. What is your age?.....	28
A2. What is your race?.....	28
A3. My parents get on my nerves.....	28
A4. I get along well with my parents.....	29
A5. I feel that I can really trust my parents.....	29
A6. I dislike my parents.....	29
A7. My parents are too demanding.....	29
A8. I wish I had different parents.....	30
A9. I really enjoy my parents.....	30
A10. I like being with my parents.....	30
A11. My parents put too many limits on me.....	30
A12. My parents interfere with my activities.....	31

TABLES – CONTINUED

PAGE

A13. I resent my parents.....	31
A14. I think my parents are terrific.	31
A15. I hate my parents.....	31
A16. My parents are very patient with me.....	32
A17. I really like my parents.	32
A18. I feel ashamed of my parents.....	32
A19. I feel like I do not love my parents.....	32
A20. My parents are very irritating.....	33
A21. I feel very angry towards my parents.	33
A22. I feel proud of my parents.....	33
A23. I wish my parents were more like others I know.....	33
A24. My parents do not understand me.....	34
A25. I can really depend on my parents.....	34

CHAPTER ONE

INTRODUCTION

This exploratory descriptive study seeks to explore truant youth's and non-truant youth's attitude toward their parents. During the past three decades, playing hooky signified a misguided or troubled pupil taking his or her maladjustment out on the school, or a child from a "bad home," one that was loveless, drug-ridden, or otherwise lacking the "right values" (Robins & Ratcliff, 1978). Truancy is often characterized as an "early" indication of trouble for a child. These children are at risk of dropping out of school, or becoming juvenile delinquents, which puts them at a disadvantage for becoming productive citizens. The causes of truancy can involve a multiplicity of factors. However, the most important factors behind truancy lie not in the school, but outside the school, in the child's family.

The key function of a child's family is to raise the young person in as healthy a manner as possible (Bornstein, 1995). The parents' role is to provide the child with a safe, secure, nurturing, loving, and supportive environment, one that allows the offspring to have a happy and healthy youth; this experience allows the youth to develop the knowledge, attitudes, and behaviors necessary to become an adult making a productive contribution to self, family, community, and society (Lerner, 1995). However, there are certain family risk factors, such as a family history of high-risk behavior, family

management problems, and family conflict that can impact on many aspects of the child's school performance and put a child at-risk.

Truancy can be symptomatic of family dysfunction (Pappas, 1996). A major dysfunction in many families involves relationships between parents and children, especially as children reach adolescence, communication problems begin to develop. Communication problems are generally quite apparent in families experiencing truancy (Zastrow & Ashman, 1997).

Many parents who fail to assure their children's regular school attendance often have difficulty setting limits for their children. Parents who do not establish proper limits, with consequences, will create ungrateful, demanding and directionless children (Pappas, 1996).

When students are truant, it is very important to understand why they are truant before social workers can provide solutions. Understanding truant youth's and non-truant youth's attitude toward their parents will help social workers to assure academic success for every student, by reducing or eliminating the family barriers that may interfere with a student's ability to benefit from his or her education.

This study will contribute to empirical social work research knowledge base by at least initiating a discussion of issues particularly relevant to this population-at-risk.

Statement of the Problem

It is estimated that over seven million American adolescents are extremely vulnerable to multiple high-risk behaviors and school failure, while another seven million

are at moderate risk (Husain & Cantwell, 1992). In today's society, adolescents are apt to become involved with damaging behaviors. During adolescence, exploratory behavior patterns emerge. Many of these behaviors carry high risks and have resulted in an unprecedented number of school related issues, such as truancy.

According to the Centers for Disease Control and Prevention (1998) survey, 20 percent of all high-school-age boys reported that they were in physical fights on school property in the past year, and 26 percent of the boys said their property had been stolen or deliberately damaged on school property. Four percent of high school boys said that on at least one occasion, in the previous month, they felt too unsafe to go to school.

Surveys attest to an extraordinary increase in the likelihood that skipping school is greatest among adolescents who live in a family constellation other than a two-parent household (Husain & Cantwell, 1992). The rates are 30 percent for two-parent households, 24 percent for mother-only households, and 37 percent for all others. The declining proportion of adolescents who live in a two-parent household corresponds to an increase in truancy.

Parent-adolescent relationships, marked by behaviors supportive of the youth and by positive feelings connecting the generations, are associated with psychologically and socially healthy developmental outcomes for the adolescent (Kenny, 1993). However, some families do not have parent-adolescent relations marked by support and positive emotions. These families experience conflict and negative emotions. Such exchanges influence the adolescent, but the outcomes for youth of these influences differ from those associated with support and positive emotions.

If students are having problems in their relationship with their parents it can be a major factor in their decision to skip school (Linn-Benton Education Service District, 1992). Parents who do not have solid relationships with their adolescent, do not demonstrate respect for their adolescent, do not demonstrate interest in their activities, and do not set firm boundaries for those activities may directly and indirectly encourage their adolescent involvement in truant behavior (Lamborn, 1991).

Social workers can make a difference in reducing truancy and in helping youth who are already truant to live their lives with dignity and support.

Significance of the Study

The significance of this study was to explore and gain more knowledge as to how truant youth's and non-truant youth's attitude toward their parents may be predictors of the youth's involvement in truant behavior. Truant behavior is often associated with poor academic performance and family difficulties (Last & Strauss, 1990). Since parents play an influential role in ensuring their youth attends school, it is important to recognize truant youth's and non-truant youth's attitude toward their parents.

National estimates indicate that from 10% to 19% of school children are truant on any given school day (Gullatt & Lemoine, 1996). According to Gullatt and Lemoine (1996), truant rates increase to 33% on any given Monday. With an increase in school truancy, social workers are being asked by school administrators to help reduce truancy.

Social workers can be key players in identifying and implementing intervention strategies to reduce truancy. Social workers are in a prime position to assess individual students' situations, work directly with students and parents, and coordinate academic

and social services resources for individual students and their families (Carlson, 1993). Therefore, it is important for social workers to be able to identify potential causes of truancy in order to understand why a child is not attending school regularly. The intent is to intervene as early as possible and help potential truants internalize the drive to attend school regularly and reduce truancy in future years. Social workers must help potential truants realize that the benefits of regular school attendance may mean the difference between a lifetime of burdens and a lifetime of accomplishments. Recognizing truant youth's and non-truant youth's attitude toward their parents can be one way to intervene early, before a child becomes a chronic truant.

Purpose of the Study

The purpose of this proposed study was to address a gap in empirical social work research regarding truant youth's and non-truant youth's attitude toward their parents. Parents play a fundamental role in the education of their children. This applies to every family regardless of the parents' station in life, their income, or educational background. No one else commands greater influence in getting a young person to attend school every day and to recognize how a good education can define his or her future. This study sought to determine if truant youth's and non-truant youth's attitude toward their parents is a factor in their school attendance.

CHAPTER TWO

REVIEW OF THE LITERATURE

In reviewing the literature, studies related to truant youth's and non-truant youth's attitude toward their parents are nearly missing from the considerable research related to school truancy. The available literature in this area does suggest that there are factors, such as the student's grades, relationship with teachers and students, disciplinary problems, feeling safe in school, or drug and alcohol problems, that may contribute to a student's truancy or non-truancy in school. However, the literature does not discuss truant youth's and non-truant youth's attitude toward their parents as predictors in identifying causes of truant and non-truant behavior. This literature will review the following significant areas: truant youths, non-truant youths, parenting styles, and parent-adolescence relationships.

Truant Youths

Gurare (1992) surveyed 275 students about truancy using a new instrument, the Student Truancy and Attendance Review (STAR). The results of the study suggest that truants tend to be older and from poorer backgrounds. Truants did not have positive parent relationships and were members of high-risk families.

Numerous studies have linked many different aspects of family functioning to delinquent and truant behavior. Family characteristics suggesting familial antisocial

behaviors or values, such as family conflict, have been the most consistently linked (McCord, 1991).

In an attempt to synthesize the empirical literature regarding the relationship between family functioning and truant behavior, Loeber and Stouthamer-Loeber (1990) completed a meta-analysis of concurrent and longitudinal studies on the relation of family factors and truant behavior. Through their review of the literature, they identified categories of family problems that seemed to encompass much of the existing literature on the types of family problems that have been related to truancy. These family categories were identified as neglect, conflict, deviant behaviors, and values. According to Loeber and Stouthamer-Loeber's (1990) review, neglect not only refers to behaviors that would constitute the legal definition of parental neglect, but also lack of parental involvement with adolescents, degree of adolescent's involvement with parents, and quality of parental supervision. Conflict was defined by Loeber and Stouthamer-Loeber (1990) as conflict between parents and adolescents, as measured by discipline practices and support within the family. Persistent, serious conflict between parents and adolescents appears to enhance risk for adolescents raised in these families.

Parental rejection, lack of support and emotional connection, are each aspects of parent-adolescent relationship that have been associated with truant behavior (Henggeler, 1992). Deviant behaviors and values refers to families in which deviant behaviors and values are supported. In these families, adolescent's involvement in truant behavior is not necessarily in conflict with the parents' beliefs, values, or own behavior, but rather may be supported by them.

Non-Truant Youths

According to Gurare (1992), students who reported having “supportive parents” were significantly less likely to cut school. Such students also had a strong self-image and were more involved in extracurricular activities than those lacking supportive, caring home environments. Most children who are raised in more favorably family environments show the benefits both academically and socially (Luster & McAdoo, 1996).

Parenting Styles

The classic research of Baumrind (1967) resulted in the identification of four major types of child rearing styles: authoritarian, permissive, authoritative, and neglectful. The four styles are determined by what emphasis a parent puts on responsiveness, which is the amount of warmth and attention the parent gives to the adolescent, and the demandingness, which is how much control the parent places on the adolescent’s behavior (Jacobsen, 1994).

According to Jacobsen (1994), authoritarian parents have high demandingness, but low responsiveness. These parents are very demanding, uncompromising, and physical. They set strict rules, and expect complete obedience from their children. Permissive parents have high responsiveness, but low demandingness. These parents want their children to be creative, and to explore the world to such an extent that they never place any kind of limits on their children. Authoritative parents have both high performance demandingness and high responsiveness. These parents set high goals for their children, and give large amounts of emotional support. They set limits for their

children, but provide explanations as to why they do so. Neglectful parents have both low demandingness and low responsiveness. These parents are uninvolved and uninterested in their children. They set no limits for their children, and offer no support (Jacobsen, 1994).

Adolescents with authoritarian parents tend to be withdrawn, moody, obedient, fearful of new situations, and have low self-esteem. They also have trouble socializing with others. Adolescents with permissive parents tend to be more creative, but are behaviorally and verbally impulsive, aggressive, and have trouble dealing with school-imposed limits. They also believe that their parents do not care about them or how they behave. Adolescents with authoritative parents are most likely to foster positive development. They have high self-esteem, are socially confident, inquisitive, self-assured and self-reliant. They also have high respect for their parents (Cole, 1993). Adolescents with neglectful parents are in the most danger of engaging in deviant behavior (Jacobsen, 1994).

Each parenting style carries with it consequences for the adolescents' behavioral development. According to Steinberg (1987), the permissive parenting style can place an adolescent at high risk for truant behavior, higher risk of dropping out of school, lower persistence on completing school tasks, and they may show more impulsive or rebellious behavior.

Parent-Adolescent Relationships

The parent-adolescent relationship is not viewed as one of storm and stress, rebellion against parents, or generation gap. Current thinking about parent-adolescent

relationship is that it is a transitional period characterized by minor conflicts and disagreements about the details of everyday life (Galambos & Almeida, 1992). Contrary to popular notions, most adolescents have warm and satisfying relationships with their parents, turn to parents for advice, and feel loved and appreciated by them (Ostrov & Howard, 1981). However, parent-adolescent disagreements are common; in fact, they appear to be a normative and adaptive aspect of the transition to adolescent (Smetana, 1991).

There are a range of behaviors and associated emotions exchanged between parents and their adolescent offspring (Kenny, 1993). Some of these exchanges involve positive and healthy behaviors and others involve the opposite. Some of the outcomes for adolescent development of these exchanges reflect good adjustment and individual and social success, whereas other outcomes reflect poor adjustment and problems of development (Kenny, 1993).

According to Kenny (1993), the characteristics of parent-adolescent interaction that are associated with positive outcomes for the adolescent are similar in that they reflect support for and acceptance of the developing youth. Indeed, when parent-adolescent relationships provide support for the youth's behaviors, interests, and activities, numerous positive developmental outcomes are likely to occur. For instance, support has been associated with better school attendance, better school grades, and a decreased likelihood of involvement in truant behavior (DuBois, Eitel, & Felner, 1994). Certainly, receiving support from one's parents may elicit in the young person feelings of

positive regard, or emotions characterized by a sense of attachment. When such emotions occur in adolescence, positive outcomes for the youth are seen.

Adolescents in families who experience conflict and negative emotions report that conflicts often arise because they feel that parents are not providing the emotional support they want. The presence of conflict in the parent-adolescent relationship may influence the behavior problems for the youth such as poor school attendance or poor grades (Shagle & Barber, 1993).

Conceptual Framework

Adolescent behavioral changes are attributable to both biological and social factors, and are also related to attitudinal changes. Changes in attitudes are likely to be particularly significant with regard to truant behavior. The changes in adolescence have been described from a number of theories. Bowen's (1978) family systems theory affirms that the individual can change behavior if aware of the impact current and historical family behavior has on his or her choices. Erikson's (1950) developmental theory states that each stage of development is characterized by a crisis in which the ego assists the individual in attaining a balance in a series of alternative basic attitudes, such as trust and mistrust. Both theories are relevant when studying truant youth's and non-truant youth's attitude toward their parents.

However, for this study, the researcher has chosen to focus on the social learning theory by Bandura (1963). The researcher chose the social learning theory because it is useful for recognizing and understanding the origins of truancy as the most powerful predictor of truant behavior. In order to change truant behavior, it first must be

understood. Social learning theory provides a framework for understanding how truant behavior develops. The social learning theory underlying idea is that behaviors develop through learning them, and therefore, can be unlearned. Bandura (1963) proposed that the central process of social learning was that of imitation. Bandura (1963) believed that new responses may be learned from verbal information and observation of a model. From observing others, one forms an idea of how behaviors are performed. In this study, truant behavior involves learning offending behavior through observing parents.

Operational Definitions

Truant youths: Pupils who fail to attend school on a regular basis whether it is unauthorized, condoned by the parent or beyond parental control.

Non-truant youths: Pupils who attend school on a regular basis.

Attitude: A feeling, belief, or opinion of approval or disapproval toward parents.

Parent: A legal guardian responsible by law to ensure his or her child's continuous attendance in school.

Statement of the Hypothesis

There will be no statistical significant relationship between truant youth's and non-truant youth's attitude toward their parents.

CHAPTER THREE

METHODOLOGY

Research Design

The research design used in this study is an exploratory research design aimed at determining whether there is significant statistical relationship between truant youth's and non-truant youth's attitude toward their parents.

The exploratory design is the most appropriate design because this study is a beginning step in measuring truant youth's and non-truant youth's attitude toward their parents. The descriptive design will be used to measure and predict a relationship between truant youth's and non-truant youth's attitude toward their parents.

This study may build a foundation of general ideas that can be explored later with more precise and complex research designs.

Setting

The two settings for this study were Fulton County Juvenile Court and Young Men's Christian Association (YMCA) of Metro Atlanta. Fifteen participants were selected from each location to participate in the study. Permission was given by the Director of each facility to administer the questionnaire to the youths in the agency.

Sample

The sample consisted of 30 male participants, between the ages of 13 and 18,

from Fulton County Juvenile Court and the YMCA of Metro Atlanta. Participants for this study were restricted to male adolescents. This group was used because it would assist in the purpose of the study. The convenience sampling method was the most useful method for this study because the participants were readily accessible to the researcher. The sample may be bias because of the method used to select the participants and the sample may not represent the population. Since the sample consisted of only 30 male participants, the findings have little generalizability. Thus, any generalizability to youths other than the ones in this study was not attempted. Participation in this study was voluntary thus further limiting the generalizability of the findings.

Data Collection Procedure

The researcher contacted the director of each agency to request permission to conduct this research. The participants were told that participation was voluntary and that their participation would be valuable to the master degree candidate.

The data collection procedure began by briefing all participants orally and with a written statement concerning the nature and purpose of the study. Participants were asked to sign a consent form, which was filed separately from the questionnaire. Participants were encouraged to answer each question as carefully and accurately as they could. It was stressed that all responses would remain anonymous, and that participants should refrain from putting any identifying marks on the questionnaire. The completion of the entire questionnaire would require approximately 15 minutes.

Instrumentation Procedure

The data for this study were collected using a scale previously developed by Walter Hudson (1976) called the Child's Attitude Toward Father and Mother Scale. The purpose of this scale was to measure problems children have with their parents. The child's attitude toward father and mother is a 23-item instrument designed to measure the extent, degree, or severity of problems a child has with his or her father or mother. For the purpose of this research, father and mother were referred to as "parents." The Child's Attitude Toward Father and Mother Scale is one of the few instruments available for assessing parent-child relationship problems from the child's point of view. The Child's Attitude Toward Father and Mother Scale was developed using 1072 students of heterogenous backgrounds from the seventh through twelfth grades. Respondents were Caucasian, Japanese and Chinese Americans, and a smaller number of members of other ethnic groups. According to Hudson (1976), the scale is not recommended for use with children under the age of 12. The reliability of the child's attitude toward father and mother scale has a mean alpha of .95 and an excellent standard error of measure of 4.57. The measures have an excellent stability with one-week test-retest correlations of .96. The scale has a good predictive validity, significantly predicting children's responses to questions regarding problems with their parents.

For the purpose of this study, the researcher adapted the Child's Attitude Toward Father and Mother Scale. The scale consisted of 25 questions. The first two were demographic questions and they were as follows: age and race. In this study, questions were measured at the nominal and ordinal level, which are appropriate measures for

statistical analysis. The ordinal level of measurement would measure participant's response to the questionnaire with "rarely or none of the time," "a little of the time," "some of the time," "a good part of the time," and "most or all of the time." In assessing the reliability of the measure, the results may be consistent in a variety of situations and under different conditions. Since the study measures truant youth's and non-truant youth's attitude toward their parents, the measurement may produce the same results when measured a second time. Truant youth's and non-truant youth's attitude toward their parents should not change.

Data Analysis

The Statistical Package for Social Sciences (SPSS) was used for data analysis. Because the sample size was small and the level of measurements for this study are nominal and ordinal, a nonparametric test is most useful.

Once the data were collected, the researcher used frequencies, percentages and descriptive analysis to summarize the participant's responses. Frequencies and percentages were used to analyze responses for each question. Descriptive analysis was used to provide a concise summary of data accumulated about and from the participants who were studied. Chi-square will be used to measure for statistical significance.

CHAPTER FOUR

PRESENTATION OF RESULTS

This chapter provides a demographic profile and an analysis of the hypothesis with supporting statistical data. Additional tables are located in Appendix (A).

Demographic Profile

Table 1

What is your age? (N=30)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
13 -15	15	50.0	50.0	50.0
16 - 18	15	50.0	50.0	100.0
Total	30	100.0	100.0	

In Table 1, an equal number of participants were between the ages of 13 - 15 and 16 - 18.

Table 2

What is your race? (N=30)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
African American	16	53.3	53.3	53.3
Caucasian American	10	33.3	33.3	86.6
Hispanic American	4	13.4	13.4	100.0
Total	30	100.0	100.0	

Based on the results of the study in Table 2, data showed that 53.3% (16) of the respondents were African-American youths, 33.3% (10) of the respondents were Caucasian-American youths and 13.4% (4) of the respondents were Hispanic-American youths.

Attitudes

Table 3

My parents get on my nerves. (N=30)

			Truant Youths	Non-Truant Youths	Total
Dislike Parents	Rarely or None of the time	Count	7	4	11
		% within youth	14.3%	13.4%	27.7%
	A little of the time	Count	5	5	10
		% within youth	16.7%	16.7%	33.4%
	Some of the time	Count	6	3	9
		% within youth	28.9 %	10.0%	38.9%
Total	Count	18	12	30	
	% within youth	59.9%	40.1%	100.0%	

$X=3.61$, $df=2$, $sig.<.05$

The distribution of data in Table 3 shows that 14.3% (7) of truant youths feel their parents get on their nerves "rarely or none of the time" while 13.4% (4) of non-truant youths feel their parents get on their nerves "rarely or none of the time." For the response "a little of the time," 16.7% (5) of truant youths and non-truant youths reported their parents get on their nerves "a little of the time." Twenty-eight percent or six truants reported their parents get on their nerves "some of the time" while 10.0% or 3 non-truants reported their parents get on their nerves "some of the time." According to Chi-square tests, the level of significance is .003.

Table 4

I think my parents are terrific. (N=30)

			Truant Youths	Non-Truant Youths	Total
Think parents are terrific	A little of the time	Count	1	2	3
		% within youth	3.3%	6.6%	9.9%
	Some of the time	Count	6	6	12
		% within youth	28.9%	28.9%	57.8%
	Most or all of the time	Count	7	8	15
		% within youth	14.3%	18.0%	32.3%
Total		Count	14	16	30
		% within youth	46.5%	53.5%	100.0%

$X=3.54, df=2, sig.<.05$

Table 4 shows that 6.6% (2) of non-truant youths feel their parents are terrific “a little of the time” while both 28.9% (6) truant youths and non-truant youths feel their parents are terrific “some of the time.” For the response “most or all of the time,” 14.3% (7) of truant youths feel their parents are terrific “most or all of the time” while 18% (8) of non-truant youths reported their parents are terrific “most or all of the time.”

According to Chi-square tests, the level of significance difference is .001.

Table 5

I hate my parents. (N=30)

			Truant Youths	Non-Truant Youths	Total
Hate Parents	Rarely or None of the time	Count	8	10	18
		% within youth	26.7%	33.3%	60.0%
	A little of the time	Count	4	2	6
		% within youth	13.4%	6.6%	20.0%
	Some of the Time	Count	3	3	6
		% within youth	10.0%	10.0%	20.0%
Total		Count	15	15	30
		% within youth	50.1%	49.9%	100.0%

$X=3.66$, $df=2$, $sig.<.05$

Table 5 shows that 26.7% (8) of truant youths feel they hate their parents "rarely or none of the time" while 33.3% (10) of non-truant youths feel they hate their parents "rarely or none of the time." Thirteen percent or four truant youths feel they hate their parents "a little of the time" while 6.6% (2) of non-truant youths feel they hate their parents "a little of the time." Ten percent or three truant and non-truant youths feel they hate their parents "some of the time." According to Chi-square tests, the level of significance is .000.

Table 6

I feel very angry towards my parents. (N=30)

			Truant Youths	Non-Truant Youths	Total
Angry towards parents	Rarely or None of the time	Count	10	11	21
		% within youth	33.3%	36.7%	70.0%
	A little of the time	Count	4	2	6
		% within youth	13.4%	6.6%	20.0%
	Some of the time	Count	2	1	3
		% within youth	6.6%	3.4%	10.0%
Total	Count	16	14	30	
	% within youth	53.3%	46.7%	100%	

X=2.3, df=2, sig.<.05

Table 6 shows that 33.3% (10) of truant youths and 36.7% (11) of non-truant youths feel their parents are very irritating "rarely or none of the time." While 13.4% (4) of truant youths and 6.6% (2) of non-truant youths feel their parents are very irritating "a little of the time." According to Chi-square tests, the level of significant difference is 0.44.

CHAPTER FIVE

SUMMARY AND CONCLUSION

Comparing truant youths and non-truant youths using Chi-square indicated that all of the differences between the two groups were not statistically significant. The results of the study found there was no statistical significant relationship between truant youth's and non-truant youth's attitude toward their parents. The findings are in agreement with the stated hypothesis.

The results for this scale were generally as expected in the hypothesized direction. The results imply that there is no significant difference between truant youth's and non-truant youth's attitude towards their parents. It was found that truant youth's and non-truant youth's attitude toward parents were, in general, positive. This may be indicative of the psychological importance of parents who may or may not be deficient in terms of attention to, supervision of, or bonding with their child. Both truant youth and non-truant youth may value their parents as significant adults in their lives.

These findings suggests that truant youth's and non-truant youth's have a positive and supportive relationship with their parents. This may indicate that the positive and supportive exchanges between the youth and his parents may not influence the youth's attendance in school. As the literature suggested, there are other factors, such as the student's grades, relationship with teachers and students, disciplinary problems, feeling

safe at school, or alcohol and drug problems that may contribute to a youth's attendance in school.

Limitations of the Study

There were several limitations of this study. A major limitation of this study is that it is not longitudinal, and therefore does not follow participants over time, nor does it take into account the present or future development of the youths. The level of development for the participants may change, as other forces interplay in their future lives, inside and outside the family system.

A second major limitation is the generalizability of the results. Because this was a voluntary sample of male youths, the results can only be generalized to the participants in this study.

A third major limitation of the study is the exploratory design of the study. The researcher can not conclude from the design that truant youth's and non-truant youth's attitude toward their parents is the only variable that impacts their school attendance.

Future Research

Future research should take into consideration gender and age when assessing the impact of attitudes, consequences, and family relationships on truant behavior. Although this study's findings suggest that truant youth's attitude toward their parents may not impact their school attendance, there is still a need for future research on this topic.

CHAPTER SIX

IMPLICATIONS FOR SOCIAL WORK PRACTICE

The research conducted demonstrates the strong influence that parenting behavior and family functioning have on youths. It is clear that prevention and intervention efforts will require a multidimensional approach that attends to youth's attitudes toward parents, family relationships, and the developmental level of the youth. Parents' involvement is necessary because of their potential for influencing attitude toward, and participation in school, their role in monitoring activities and providing consequences for misbehavior. Practitioners can assist parents in improving their control of their adolescent by assessing the individual family situations and teaching parents some basic behavior modification techniques.

The social learning theory is useful in teaching parents to communicate clear expectations for acceptable and unacceptable behavior, to carefully monitor target behaviors selected for modification, to consistently and contingently apply discipline, and to reinforce acceptable and positive behaviors.

Practitioners may use other interventions to help youths cope with typical developmental stressors or teach problem-solving skills. Sensitivity to gender and age differences is very important. With older males, peer interventions and increased monitoring might be emphasized. With preadolescent males, addressing truant behavior before it becomes chronic is critical. Within the family context, the father's involvement

may be particularly significant because of the developmental shift for adolescent males toward identification with same gender adults.

Practitioners must be aware that truant youths may be deemed at-risk because they are in danger of negative future events. Although many factors contribute to at-risk youth, the family may be the most significant. Many factors within the family may increase a youth's chances of becoming at-risk including: educational level, family structure, parenting style, and family interaction. Although some factors are more significant than others, the more a youth is faced with, the greater the likelihood is of the individual becoming at-risk.

Future research with additional samples may provide valuable information on both the formation of attitudes and the attitudes that are important in motivating truant youth's and non-truant youth's behavior and attitude toward their parents. Future research should also develop and utilize scales for youths under twelve years old. This is based on the fact that the Child's Attitude Toward Father and Mother scale used for this study is not recommended for youth's twelve and under. However, if a scale is developed for youth's twelve and under, understanding youth's attitude toward parents can give practitioners a head start on intervention and prevention strategies for youth who may be at-risk. Lastly, a larger sample should be employed to produce some level of generalizability.

APPENDICES

APPENDIX A

Tables

Table A1

What is your age?

Age	Frequency	Percent	Valid Percent	Cumulative Percent
13 – 15	15	50.0	50.0	50.0
16 – 18	15	50.0	50.0	100.0
Total	30	100.0	100.0	

Table A2

What is your race?

Ethnicity	Frequency	Percent	Valid Percent	Cumulative Percent
African American	16	53.3	53.3	53.3
White American	10	33.3	33.3	86.6
Hispanic American	4	13.4	13.4	100.0
Total	30	100.0	100.0	

Table A3

My parents get on my nerves.

Nerves	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	11	36.7	36.7	36.7
A little of the time	10	33.3	33.3	70.0
Some of the time	9	30.0	30.0	100.0
Total	30	100.0	100.0	

APPENDIX A-CONTINUED

Table A4

I get along well with my parents.

Get Along	Frequency	Percent	Valid Percent	Cumulative Percent
Some of the time	3	10.0	10.0	10.0
A good part of the time	11	36.7	36.7	46.7
Most or All of the time	16	53.3	53.3	100.0
Total	30	100.0	100.0	

Table A5

I feel that I can really trust my parents.

Trust	Frequency	Percent	Valid Percent	Cumulative Percent
Some of the time	3	10.0	10.0	10.0
A good part of the time	13	43.3	43.3	53.3
Most or All of the time	14	46.7	46.7	100.0
Total	30	100.0	100.0	

Table A6

I dislike my parents.

Dislike	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	27	90.1	90.1	90.1
A little of the time	2	6.6	6.6	96.7
Some of the time	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table A7

My parents are too demanding.

Demanding	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	17	56.7	56.7	56.7
A little of the time	10	33.3	33.3	90.0
Some of the time	3	10.0	10.0	100.0
Total	30	100.0	100.0	

APPENDIX A-CONTINUED

Table A8

I wish I had different parents.

Different	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	21	69.9	69.9	69.9
A little of the time	5	16.7	16.7	86.6
Some of the time	4	13.4	13.4	100.0
Total	30	100.0	100.0	

Table A9

I really enjoy my parents.

Enjoy	Frequency	Percent	Valid Percent	Cumulative Percent
Some of the time	3	10.0	10.0	10.0
A good part of the time	13	43.3	43.3	53.3
Most or All of the time	14	46.7	46.7	100.0
Total	30	100.0	100.0	

Table A10

I like being with my parents.

Being With	Frequency	Percent	Valid Percent	Cumulative Percent
Some of the time	4	13.4	13.4	13.4
A good part of the time	10	33.3	33.3	46.7
Most or All of the time	16	53.3	53.3	100.0
Total	30	100.0	100.0	

Table A11

My parents put too many limits on me.

Limits	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	17	56.7	56.7	56.7
A little of the time	10	33.3	33.3	90.0
Some of the time	3	10.0	10.0	100.0
Total	30	100.0	100.0	

APPENDIX A-CONTINUED

Table A12

My parents interfere with my activities.

Interfere	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	16	53.3	53.3	53.3
A little of the time	12	40.1	40.1	93.4
Some of the time	2	6.6	6.6	100.0
Total	30	100.0	100.0	

Table A13

I resent my parents.

Resent	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	27	90.0	90.0	90.0
A little of the time	2	6.7	6.7	96.7
Some of the time	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table A14

I think my parents are terrific.

Terrific	Frequency	Percent	Valid Percent	Cumulative Percent
A little of the time	3	10.0	10.0	10.0
Some of the time	12	40.0	40.0	50.0
Most or All of the time	15	50.0	50.0	100.0
Total	30	100.0	100.0	

Table A15

I hate my parents.

Hate	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	18	42.2	42.2	42.2
A little of the time	6	28.9	28.9	71.1
Some of the time	6	28.9	28.9	100.0
Total	30	100.0	100.0	

APPENDIX A-CONTINUED

Table A16

My parents are very patient with me.

Patient	Frequency	Percent	Valid Percent	Cumulative Percent
Some of the time	5	16.7	16.7	16.7
A good part of the time	9	30.0	30.0	46.7
Most or All of the time	16	53.3	53.3	100.0
Total	30	100.0	100.0	

A17

I really like my parents.

Like	Frequency	Percent	Valid Percent	Cumulative Percent
Some of the time	1	3.3	3.3	3.3
A good part of the time	2	6.7	6.7	10.0
Most or All of the time	27	90.0	90.0	100.0
Total	30	100.0	100.0	

Table A18

I feel ashamed of my parents.

Ashamed	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	28	93.4	93.4	93.4
A little of the time	1	3.3	3.3	96.7
Some of the time	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table A19

I feel like I do not love my parents

Love	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	25	83.3	83.3	83.3
A little of the time	3	10.0	10.0	93.3
Some of the time	2	6.7	6.7	100.0
Total	30	100.0	100.0	

APPENDIX A-CONTINUED

Table A20

My parents are very irritating.

Irritating	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	21	70.0	70.0	70.0
A little of the time	6	20.0	20.0	90.0
Some of the time	3	10.0	10.0	100.0
Total	30	100.0	100.0	

A21

I feel very angry towards my parents.

Angry	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	21	70.0	70.0	70.0
A little of the time	6	20.0	20.0	90.0
Some of the time	3	10.0	10.0	100.0
Total	30	100.0	100.0	

A22

I feel proud of my parents.

Proud	Frequency	Percent	Valid Percent	Cumulative Percent
Some of the time	3	20.0	20.0	20.0
A good part of the time	9	37.8	37.8	57.8
Most or All of the time	18	42.2	42.2	100.0
Total	30	100.0	100.0	

A23

I wish my parents were more like others I know.

Others	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	20	56.6	56.6	56.6
A little of the time	7	23.4	23.4	80.0
Some of the time	3	20.0	20.0	100.0
Total	30	100.0	100.0	

APPENDIX A-CONTINUED

A24

My parents do not understand me.

Understand	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely or None of the time	18	42.1	42.1	42.1
A little of the time	8	34.5	34.5	76.6
Some of the time	4	23.4	23.4	100.0
Total	30	100.0	100.0	

Table A25

I can really depend on my parents.

Depend	Frequency	Percent	Valid Percent	Cumulative Percent
Some of the time	1	3.3	3.3	3.3
A good part of the time	2	6.7	6.7	10.0
Most or All of the time	27	90.0	90.0	100.0
Total	30	100.0	100.0	

APPENDIX B
Letter to Director of the YMCA



CLARK ATLANTA UNIVERSITY

Whitney M. Young, Jr.
School of Social Work

Mr. Jones
Director
YMCA
100 Edgewood Ave
Atlanta, GA 30328

Dear Mr. Jones

As a stipulation for graduation, students are required to submit a thesis to the faculty of Clark Atlanta University. At the point of completion, I will be eligible for the degree of Master of Social Work. I am presently conducting a study on truant youth's and non-truant youth's attitude toward their parents. The purpose of this study is to address an empirical gap in research on this topic and to increase social work practitioners knowledge for this population.

This letter is a request to utilize and administer a questionnaire to youths at your center. Please see attached letter to participants and question that I wish to ask. This study is confidential and each participant would be asked permission before starting the questionnaire. I will be contacting you concerning my request. Thank you in advance for your support and cooperation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Angel White".

Angel White
Graduate Student
Whitney M. Young, Jr., School of Social Work

A handwritten signature in cursive script, appearing to read "Hattie M. Mitchell".

Professor Hattie M. Mitchell
Thesis Advisor

AW/HM

223 JAMES P. BRAWLEY DRIVE, S.W. • ATLANTA, GEORGIA 30314-4391 • (404) 880-8000

APPENDIX C
Letter to Director of Fulton County Juvenile Court



CLARK ATLANTA UNIVERSITY

Whitney M. Young, Jr.
School of Social Work

Mr. Smith
Director
Fulton County Juvenile Court
160 Pryor Street
Atlanta, GA 30328

Dear Mr. Smith

As a stipulation for graduation, students are required to submit a thesis to the faculty of Clark Atlanta University. At the point of completion, I will be eligible for the degree of Master of Social Work. I am presently conducting a study on truant youth's and non-truant youth's attitude toward their parents. The purpose of this study is to address an empirical gap in research on this topic and to increase social work practitioners knowledge for this population.

This letter is a request to utilize and administer a questionnaire to youths at your center. Please see attached letter to participants and question that I wish to ask. This study is confidential and each participant would be asked permission before starting the questionnaire. I will be contacting you concerning my request. Thank you in advance for your support and cooperation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Angel White".

Angel White
Graduate Student
Whitney M. Young, Jr., School of Social Work

A handwritten signature in cursive script, appearing to read "Hattie M. Mitchell".

Professor Hattie M. Mitchell
Thesis Advisor

AW/HM

223 JAMES P. BRAWLEY DRIVE, S.W. • ATLANTA, GEORGIA 30314-4391 • (404) 880-8000

APPENDIX D
Response Letter from Director of Fulton County Juvenile Court

Juvenile Court of Fulton County

Dear Ms. White,

I would like to inform you that you have permission to conduct your research study here at Juvenile Court. I am please to be able to help you fulfill your requirement for completing your thesis towards obtaining your Master of Social Work Degree.

Please contact me if I can be of any further assistance to you.

Sincerely,

A handwritten signature in dark ink, appearing to read "Mark Smith", with a stylized flourish at the end.

Mark Smith
Director

APPENDIX E
Response Letter From Director of YMCA

**METRO
ATLANTA
YMCA**

Dear Ms. White,

I grant you permission to conduct research at the YMCA in order to fulfill your requirements for completing your thesis.

If I can be of any assistance to you in anyway, please feel free to contact me.

Sincerely,

A handwritten signature in dark ink, appearing to read 'E. Jones', with a stylized, flowing script.

E. Jones

APPENDIX F
Letter to Survey Participants



CLARK ATLANTA UNIVERSITY

Whitney M. Young, Jr.
School of Social Work

Dear student:

I am a graduate student at Clark Atlanta University, seeking a degree. I am presently seeking participants to assist me in completing a questionnaire pertaining to my research study.

The purpose of my research is to explore truant youth's and non-truant youth's attitude toward their parents. I have talked with Mr. Smith and he is willing to support me in this study.

This is not a test. There are no right or wrong answers and your answers are confidential. I would like to thank you in advance for your participation in this study. Results of the study will be available upon request.

Sincerely,

A handwritten signature in black ink, appearing to read "Angel White".

Angel White
Graduate Student

cc: Hattie M. Mitchell

223 JAMES P. BRAWLEY DRIVE, S.W. • ATLANTA, GEORGIA 30314-4391 • (404) 880-8000

Formed in 1988 by the consolidation of Atlanta University, 1865, and Clark College, 1869

APPENDIX G
Letter to Survey Participants



CLARK ATLANTA UNIVERSITY

Whitney M. Young, Jr.
School of Social Work

Dear student:

I am a graduate student at Clark Atlanta University, seeking a degree. I am presently seeking participants to assist me in completing a questionnaire pertaining to my research study.

The purpose of my research is to explore truant youth's and non-truant youth's attitude toward their parents. I have talked with Mr. Jones and he is willing to support me in this study.

This is not a test. There are no right or wrong answers and your answers are confidential. I would like to thank you in advance for your participation in this study. Results of the study will be available upon request.

Sincerely,

A handwritten signature in black ink, appearing to read "Angel White".

Angel White
Graduate Student

cc: Hattie M. Mitchell

223 JAMES P. BRAWLEY DRIVE, S.W. • ATLANTA, GEORGIA 30314-4391 • (404) 880-8000

Formed in 1988 by the consolidation of Atlanta University, 1865, and Clark College, 1869

APPENDIX H

Questionnaire

Directions

This questionnaire is designed to measure the degree of contentment you have in your relationship with your parents. It is not a test, so there are no right or wrong answers. Answer each item as carefully and accurately as you can by placing a number beside each one as follows:

- 1 Rarely or None of the time
- 2 A little of the time
- 3 Some of the time
- 4 A good part of the time
- 5 Most or All of the time

Please begin:

Demographics

- 1. What is your age? _____
- 2. What is your race? _____

Child's Attitude Toward Parents Scale

- 3. My parents get on my nerves. _____
- 4. I get along well with my parents. _____
- 5. I feel that I can really trust my parents. _____
- 6. I dislike my parents. _____
- 7. My parents are too demanding. _____
- 8. I wish I had different parents. _____

APPENDIX H-CONTINUED

9. I really enjoy my parents. _____
10. I like being with my parents. _____
11. My parents put too many limits on me. _____
12. My parents interfere with my activities. _____
13. I resent my parents. _____
14. I think my parents are terrific. _____
15. I hate my parents. _____
16. My parents are very patient with me. _____
17. I really like my parents. _____
18. I feel ashamed of my parents. _____
19. I feel like I do not love my parents. _____
20. My parents are very irritating. _____
21. I feel very angry towards my parents. _____
22. I feel proud of my parents. _____
23. I wish my parents were more like others I know. _____
24. My parents do not understand me. _____
25. I can really depend on my parents. _____

Adapted from the Child's Attitude Toward Father and Mother Scale (Hudson, 1992).

REFERENCES

- Bandura, A. (1963). A social learning theory. Englewood Cliffs, NJ: Prentice-Hall.
- Baumrind, D. (1967). Current patterns of parental authority. Developmental Psychology Monographs, 4, No. 1, Part, 2.
- Bornstein, E. (1995). Family experience. New York: MacMillan.
- Bowen, M. (1978). Family therapy in clinical practice. New York: Jason Arosen.
- Carlson, M. (1993). Unwilling to school. London: Gaskell.
- Centers for Disease Control and Prevention (1998). Youth risk behavior surveillance – United States. Washington, D.C.: U.S. Department of Health and Human Services.
- Cole, T. (1993). Developmental changes in conformity to peers and parents. Developmental Psychology, 15, 608-616.
- DuBois, D.L., Eitel, S.C., & Felner, R.D. (1994). Effects of family environment and parent-child relationships on school adjustment during the transition to early adolescence. Journal of Marriage and the Family, 56, 405-414.
- Erikson, E. (1950). Identity. Youth and crisis. New York: W. W. Norton & Co.
- Galambos, N.L., and Almeida, D.M. (1992). Parents' work overload and problem behavior in young adolescents. Journal of Research on Adolescents, 5, 201-203.
- Gullatt, D., & Lemoine, B. (1996). Parents and adolescents in conflict. Journal of Early Adolescence, 3, 83-103.

Gurare, M. (1992). Parents, peers and delinquency. Social Forces, 72, 247-264.

Henggeler, S.W. (1992). Family preservation using multisystemic therapy: An effective alternative to incarcerating serious juvenile offenders. Journal of Clinical Psychology, 60, 953-961.

Hudson, W. (1976). Child's attitude toward father and mother scale. Social Work Research and Evaluation. Illinois: Peacock Publishers

Husain, E, & Cantwell, J. (1992). Parental conflict, marital disruption and children's emotional well-being. Journal of Social Forces, 76, 905-936.

Jacobsen, A.M. (1994). Reconstruction of family relationships: Parent-child alliances, personal distress, and self-esteem. Developmental Psychology, 32, 732-743.

Kenny, M.E. (1993). Contribution of parental attachments and view of self and depressive symptoms among early adolescents. Journal of Early Adolescence, 13, 408-430.

Last, C., & Strauss, D. (1990). School refusal: Family constellation and family functioning. Journal of Anxiety Disorder, 10, 1-19.

Lamborn, A. (1991). Education, health, and behavior. New York: Wiley.

Lerner, R.M. (1995). America's youth in crisis: Challenges and options for programs and policies. Thousand Oaks, CA: Sage.

Linn-Benton Education Service District. (1992). School refusal behavior: Prevalence, characteristics, and the schools' response. Chicago: Illinois.

Loeber, R., & Stouthamer-Loeber, M. (1990). Family factors as correlates and predictors of juvenile conduct problems and delinquency. Chicago: University of Chicago Press.

Luster, A. & McAdoo, C. (1996). Self attitudes and deviant behavior. Pacific Palisades, CA: Goodyear Publishing Co.

McCord, J. (1991). Family relationships, juvenile delinquency, and adult criminality. Criminology, 29, 297-327.

Ostrov, C. & Howard, A. (1981). Delinquency and adolescent. Journal of Social Problems, 20, 84-101.

Pappas, K. (1996). Etiologies of adolescents at risk. Journal of Adolescent Health, 12, 591-596.

Robins, R., & Ratcliff, C. (1978). Truancy Issues. Journal of Social Problems, 19, 76-95.

Shagle, S.C., & Barber, B.K. (1993). Effects of family, marital, and parent-child conflict on adolescent self and suicidal ideation. Journal of Marriage and the Family, 55, 964-974.

Smetana, J.G. (1991). Conflict resolution in families with adolescents. Journal of Research on Adolescence, 1, 189-206.

Steinberg, S. (1987). Adolescents' well-being as a function of perceived interparental consistency. Journal of Marriage and the Family, 61, 599-609.

Zastrow, C., & Ashman, K. (1997). Understanding human behavior and the social environment. 4th Edition. Nelson-Hall: Chicago.